DOCUMENT RESUME

ED 126 975 JC 760 428

AUTHOR Brawer, Florence B.
TITLE A Profile of Anthropology Instructors in Two-Year Colleges.
INSTITUTION Center for the Study of Community Colleges, Los Angeles, Calif.
PUB DATE 76
NOTE 7p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Anthropology; *College Faculty; Community Colleges; Humanities; Job Satisfaction; *Junior Colleges; National Surveys; *Teacher Attitudes; *Teacher Characteristics; Teacher Qualifications

ABSTRACT

In 1975, the Center for the Study of Community Colleges conducted a national survey of humanities faculty in two-year colleges. This paper summarizes the characteristics of 42 anthropology instructors included in the total sample of 1,493 full- and part-time faculty. Findings of the survey include: (1) almost half indicated they had been students in community or junior colleges; (2) males outnumbered females by almost three to one; (3) 47% were 35 years of age or younger at the time of the survey; (4) 57% had no teaching or administrative experience in secondary schools; (5) 69% were full-time faculty; (6) one-third were employed in jobs in addition to their teaching positions at the surveyed institutions; (7) anthropology instructors looked first to their students for advice on teaching; (8) 71% claimed to read no professional education journals; (9) anthropology instructors rated what they were presently doing to be very attractive with their second situational choice being a faculty position at a four-year college or university; (10) they were more likely to have attended regional or national meetings and to have presented papers than the total sample; and (11) self-knowledge and a sense of identity were ranked by this group as the most important qualities students should gain from a two-year college education. For the full survey report, see ED 121 358. (JDS)

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ED126975

CENTER FOR THE STUDY
OF COMMUNITY COLLEGES
1047 GAYLEY AVENUE · SUITE 104
LOS ANGELES, CALIFORNIA 90024

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A PROFILE OF ANTHROPOLOGY INSTRUCTORS IN TWO-YEAR COLLEGES

Anthropologists teaching in two-year colleges throughout the nation were examined in a recent study conducted by the Center for the Study of Community Colleges and sponsored by the National Endowment for the Humanities. This study--an attempt to redress the imbalance between a plethora of material regarding general characteristics of college faculty and a paucity of data on instructors in specific disciplines--assessed 1493 people teaching the humanities in 156 community/junior colleges. Data revealed information on such variables as backgrounds, attitudes toward students and the humanities, professional affiliations, and full-time/part-time status for eleven disciplines--art, anthropology, foreign language, history, law/government, liberal arts/drama, literature, music, philosophy, religious studies, and social science.

Anthropologists, who represent one of the smallest groups in this sample of 1493 humanities instructors, have been further reduced in number by the way in which their discipline is defined by the National Endowment for the Humanities. According to this definition, cultural anthropology is in, physical anthropology is out. Therefore, only those people who were teaching a course in cultural anthropology were included in the sample--42 people or 2.8% of the total population. Such a small number cannot make an impact on the total group but by virtue of their specialty, they may pose certain interesting characteristics. And further--because of the careful way in which the sample was drawn, data are generalizable to a much broader population base.

Very occasionally anthropologists teach art, history, psychology, or social service. More interesting is the fact that this small cadre of instructors represent the largest group who had previously been students in community or junior colleges. Whereas only one-fourth of the total group claim such experience, almost half of the anthropologists so indicate. Beyond the two-year colleges, their highest degrees are held in anthropology (60%)*, social science (24%), education (17%), history (5%), psychology (5%), and an assortment of several other fields in which one person claimed a degree.

Anthropologists in our sample are almost 3 to 1 male, as compared with 2 to 1 in the total population of humanities instructors, and they tend to be considerably younger than people representing other disciplines. Whereas 12% of the total group falls into the 26-30 age

*All figures are rounded.

JC 760 429

span, 21% of the anthropologists are found here, and for the 31-35 year group, 26% of the anthropologists and 20% of the total are represented. Some are in the early middle years but after age 46, less than one-fourth are involved in teaching in the two-year colleges sampled. Like all other disciplines, there are few members of ethnic minorities. White/Caucasians account for 86% of this group, as compared with 91% of the total sample.

Experience

Fewer anthropologists had had teaching or administrative experience in secondary schools than had instructors in any other discipline. Whereas 41% of the total claim no such experiences, 57% of the anthropologists so indicate. For those who had held such positions, 11-20 is the most popular period of time designated. Exactly half the anthropologists claimed to have spent no time in a four-year college or university as instructors or administrators, beyond the level of teaching or research assistant. One to two years was the most popular time period for those who had had such experience. Within any two-year college, most anthropologists claimed 5-10 years (29%) and 1-2 years (24%). Most (74% as compared with 67% for the total group) had not been department or division chairpersons and 86% had not been directors of a special program, such as Ethnic Studies (total 81%). Even fewer had been administrators within two-year colleges--only 2%. Thirty-six percent had worked in their current institutions 5-10 years; 24% pointed to 3-4 years; and 19%, 1-2 years.

Chairpersons

Of the 17% who were currently acting as chairpersons, 43% of the anthropologists had employed people with doctorates, 86% said there was no pressure to hire or not hire people with a doctorate, and 57% said they planned to hire doctoral degree holders. Yet, 29% respond that they would hire the best person regardless of degree. Asked why or why not, 14% are on either side--one group saying that doctorate holders are more capable and knowledgeable and the other, that they are too specialized for two-year colleges.

Teaching Hours/Full-Time/Part-Time

The largest clustering (36%) of anthropologists teach 13-15 hours per week, the next (24%), 4-6 hours. Few (7%) teach 16-18 hours or more than 18 hours (12%). Full-time faculty members represent 69% of the anthropologists and one-third are employed in jobs in addition to their teaching at the surveyed institutions, 1-10 (29%) and 31-40 (36%) hours weekly.

Reference Groups

Anthropologists look to students as their major source of advice on teaching. Next they rate colleagues as quite useful and then, in the following order, department chairpersons, professional journals, high school teachers, university professors, programs of professional organizations, and last, administrators.

Journals

As for journals, anthropologists tend to read more scholarly journals within their discipline than any of the eleven groups of teaching specialties. Indeed, they are the group least likely to respond with a "none" to the item questioning disciplinary journals. Almost one-third cite two journals, then three and one. Considerably more anthropologists (12%) than the total sample (5%) designate five journals of this type.

But when it comes to professional education journals, more anthropologists (71%) claim to read none (64%), and "one" is indicated by only 19%. The trend reverses again in regard to general interest magazines or journals, where once more fewer anthropologists than any other discipline point to no such media.

Personal Development

All groups answer in the affirmative a question regarding their desire to take steps toward professional development. The anthropologists are evenly split as to the types of efforts, 40% expressing an interest in enrolling in courses in a university and the same number, in obtaining a Ph.D. or Ed.D. Unlike any of the other disciplines, none of the anthropologists say they would like to enroll in in-service courses at their college.

The anthropologists differ somewhat from their counterparts in other humanities fields in regard to anticipated activities in a free summer. Travel was elected by 48% of the anthropologists and 53% of the total group, while 38% of the anthropologists and 42% of the total noted meeting classes/do research and conduct a workshop. Fewer anthropologists (19%) than the total (33%) said they would take classes/study/read while more (19% anthropologists, 9% total) cited doing research. Of all disciplines, in fact, a greater percentage of anthropologists select research as a summer diversion.

Were they to start all over again--and like the total sample--most anthropology instructors would choose to do the same, change nothing. But some (12%) would elect to take more student teaching and more teaching methods courses.

Five Years Hence

The question, "Five years from now (1980) you might be considering the following positions. How attractive do they appear to you at this time?" offered positions to which the respondents could check "very attractive," "somewhat attractive," or "unattractive." This question provided an indicator of present satisfaction as well as a look into the future. Anthropology instructors ranked as "very attractive" each possible choice in the following order, as compared with the total sample.

Response	Anthropologists Rank	%	Total Sample Rank	%
I would be doing what I'm doing now	1	43%	2	38%
A faculty position at a four-year college or university	2	29	1	39
A faculty position at another community or junior college	3	17	4	21
An administrative position in a community or junior college	4/5*	12	5	14
A school outside the United States	4/5*	12	3	23
A position in a professional association	6/7*	5	7	6
A non-teaching, non-academic position	6/7*	5	6	8
I have no idea	8	2	8	5
Any position but this college	9	0	9	4

*Tied response

Affiliation

While they do not tend to belong to professional associations as frequently as the total sample, anthropologists are more likely to have attended regional/national meetings and to present papers. Except

for membership in four and five organizations, they fall short of most others in their joining power. Yet, more anthropology instructors attended one, two, and four meetings than the total. And more presented one, two, and three papers.

When it comes to affiliation with others, anthropologists are closest to their families, second closest to their friends--a reversal from the total group. The fact that 91% (78% total) show affiliation to family suggests considerable homegeneity among this group. In order of affiliation--most to least--the anthropologists designate closeness to other instructors in their fields, most instructors at their school, their students, college administrators, and teacher organizations.

Students

Like most other disciplinary groups, anthropologists maintain that the most important quality for students to gain from a two-year college education is self-knowledge and a sense of identity. After that, in order, they select preparation for further formal education, knowledge of and interest in community and world problems, knowledge and skills directly applicable to their careers, aesthetic awareness, and an understanding and mastery of some academic discipline.

Four humanities courses are selected by anthropologists as the number that students in two-year occupational programs should be required to take, and then six or more, which is exactly the reversed order for the total sample. Like the total, they then rank in order three, two, and five. No one in this discipline mentions one and none is considered least desirable.

When asked the question, "The Humanities can be offered through other than course-related presentations. Do you think there are too few, sufficient, or too many of these activities open to students at your college?" almost two-thirds of the anthropologists report that colloquiums and seminars are too few while over half say exhibits are too few. More anthropologists rate the following activities as sufficient than as too few: lectures, concerts and recitals, and films.

Experience and Curriculum

Most anthropologists indicated that other than through their teaching they experience the humanities by reading and visiting museums, attending shows, exhibits, concerts, the theatre, and films. Twenty-one percent of both groups indicate listening to records and the radio and watching TV, and 19% of the anthropologists (16% total) point to everyday experiences. Interestingly, more anthropologists (26%) than any other group failed to respond to this item.

As for changes taking place in the humanities in their schools, 26% of the anthropologists (29% total) suggest that humanities had been added and improved. And regarding changes they would like to see effected, over one-fourth of the anthropologists point to the addition and improvement of humanities courses; 15% indicate integrated humanities in interdisciplinary courses; 14% note more extracurricular courses; and 14% (7% total) desire improved facilities and materials.

The Colleges

Of all the disciplinary groups, anthropology instructors (95%) tend most to be in public two-year colleges. And of all groups, most of these are comprehensive.

Generally, the schools in which anthropologists teach tend to be the larger ones. Twenty-six percent operate in institutions of 15,000 and more students (13% total). Yet, 17% of the anthropologists cluster in schools of 2500-4999 students and 14%, schools of 1500-2499 and 7500-9999. Over half of these are in single campus institutions (55% anthropology, 70% total) while 41% (26% total) claim multi-campus institutions.

In Sum

Since anthropology is one of the disciplines taught less frequently in two-year colleges and the number of instructors so involved is therefore small, it is possible that its faculty are more homogeneous. This seems to be the case--they tend to be more similar than dissimilar. Further--perhaps an extension of this congruence--they differ in several respects from the total sample--for example, they tend to be represented by more males than the total group, are younger, and look chiefly to students as sources of advice on teaching. One wonders whether this similarity intra-group and dissimilarity inter-group suggests a different view of the world among this sample--a possible issue for future research.

Florence B. Brawer
1976

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